

Pedagogical Features of the Moral and Moral Education of Future Teachers

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Annotation. The article studies the preparation of future teachers for the moral education of schoolchildren as an important pedagogical problem, determines its specific features and indicators, and develops appropriate conclusions

Key words: morality, problem, spiritual and moral education, personality, task, humanity, formation, consciousness, development, behavior, means.

In our country, special attention paid to the spiritual and moral education of the younger generation. Specific efforts made to make this work more effective, one of which is that our government considers improving the education of the younger generation to be a "key priority of education." In this regard, the President of the Republic of Uzbekistan No: PP-3907 dated 14.08.2018 "On the spiritual, moral and physical development of young people, their training and education the resolution on measures to raise the system to a qualitatively new level" called for a review of educational tasks. "Strengthening commitment to national and universal values, strengthening religious tolerance and interethnic harmony, as well as forming an intolerant attitude to extremism, terrorism and other destructive ideas." In modern pedagogy, the concept of "moral education", the essence of spiritual and moral education defined much earlier.

Many scholars call it moral education, formation of moral consciousness (acquaintance with moral ideals, principles, requirements of society; conversion of this knowledge into belief), stable positive moral feelings (conscience, duty, honor, responsibility, shame, etc.) and moral qualities (honesty, truthfulness, kindness). Consequence, discipline, conscientiousness, etc.), in the formation of a culture of behavior (moral skills and habits). Based on the study of research, "ethics", "spirituality", "spiritual and moral education", "teacher we found that there are different approaches to the concepts of "spiritual-ethical sphere of personality", "teacher of moral culture", "spiritual formation of specialist", "professional and moral education of students" and others. Morality is a process that endorsed by public opinion accepted in society. Morality is a set of behaviors and attitudes that reflected

in people's attitudes towards each other, family and society. The forms of moral influence (public evaluation, approval or condemnation of the work done) determine ethical requirements as opposed to law performance.

Moral-historical category. MORALITY (Arabic, plural of character; lat. *Moralis* - behavior) is one of the forms of social consciousness. A historically structured set of stable, specific norms and rules that govern people's behavior, demeanor, interactions in social and personal life, as well as their relationships with society. M.Xayrullaev "Recognition of morality, decency and behavior as the main goals of human education. The rise of human justice, the pursuit of spirituality, the creation of opportunities, the maturity of mind, morality, spirituality, the creation of the perfect man, - humanity, service to the motherland, friendship between people, mutual assistance, the call for assistance are "One of the leading aspects of the culture of the peoples of our country."

Researchers such as A.Shveitsar, N.A.Berdyaev, V.V.Rozanov, Sri Aurobindo, O.Shpengler, H.Ortega-i-Gasset, A.Pechchei, J.Furaste, G.Markuze, T.Adorno advocates of an ethical approach. A. Schweitzer writes that the conflicts between the material and spiritual worlds of the world have reached a catastrophic level: "We have deviated from the right path - we do not care about the spirituality that defines culture, no one bothers to identify its components." The urgency of the issue of spirituality in the age of "High spirituality is an invincible force", the First President said that we have a good idea of that. In this bright world, everyone is always towards his or her loving parents, teachers and educators lives with a sense of gratitude.

No matter what achievements and results a person achieves during his life, no matter where he works, no matter where he works, the education he received at school is of great importance in his formation as a mature and qualified specialist. S. Otamuratov's spirituality is not something that formed by itself; it is, first, the assimilation of all material and spiritual wealth in the way of formation of the inner spiritual potential of each person, honesty and devotion in the interests of the Motherland and the nation.in the process of working with.

Safo Achil spirituality: cultural and enlightenment heights; socio-didactic development; philosophical and pedagogical growth, integrity of faith; full compliance with national ethical standards; to be knowledgeable; humanity, patriotism, patriotism, justice; love for national values; devotion, courage, bravery; Continuous protection and service to the independence of the motherland and the people; shows respect as an integral part of spirituality. The high spirituality of the teacher's personality encourages the student to have a sound mind, to cultivate selfless patriots, who put

humanity above all, else, glorified by our holy ancestor Ahmad Yassavi: "Words of body, soul, faith." From this point of view, "the more a person understands himself, the deeper he knows his lineage, the deeper his love for the Motherland grows in his heart. The deeper this root, the higher the love for the country where you were born and raised. Four components define the essence of spirituality.

These are: a) morality and decency; b) on the basis of which the knowledge, science, practical skills, talents, abilities which have arisen in the course of practical work; c) faith, belief, conscience, honesty, sincerity, which is the result of moral, scientific maturity; g) worldview and ideology aimed at generalizing human knowledge, practical experience, directing its activities.

Morality and spirituality deeply intertwined. Indeed, spirituality arises under the influence of the morality of the groups to which the individual belongs, morality, in turn, is the spirituality of individuals who are members of a group reciprocity is manifested in public relations. Spirituality and morality, in turn, require the effective organization of the educational process it is noteworthy that the classification of areas of spiritual and moral education by stages of education is one of the leading pedagogical research in the period of independence. Feature. The questionnaire analysis of the questionnaire conducted among teachers and students of pedagogical universities on the implementation of spiritual and moral education at school showed that 23.2% of teachers and 24.41% of students do not believe in the need for spiritual and moral education. However, they are more inclined to acknowledge its necessity than to reject it. According to the results of the diagnostic experiment, 93% of working teachers and 96.61 of future teacher's percentage had a positive attitude to the implementation of spiritual and moral education in the modern school. In general, the majority of teachers confirmed their positive attitude to spiritual and moral education in school.

The opposite attitude of teachers and students of pedagogical universities to spiritual and moral education is due to their high sense of responsibility for the spiritual world of the younger generation, incompatibility with the values of teachers, parents, society and others. Available in the course of their research it found that they considered the concept of spirituality in three directions. Representatives of the first direction consider spirituality not as a product of man and his personal characteristics, but because of life activities, and define it because of acquaintance with universal values and spiritual culture.

In the second direction, spirituality as a principle of self-development and self-awareness of man, the highest values of the formation of the individual considered as an appeal. Its representatives describe spirituality as the ability of a person to create his own inner world, because of which the individuality of man realized, his liberation from strict dependence in the conditions of constantly changing situations. The third line.

The third direction is religious in nature and includes initial notions of spirituality. The concept of "spirit" in this direction is the same as the concept of "Allah". According to the proponents of this idea, spirituality the main features are human humility and love. The hadith scholar Al Bukhari, At-Termizi, and Naqshbandi described them in their hadiths and ideas as high human qualities. Thus, all of the above confirms our conclusion about the complexity and diversity of an event such as spirituality. The Psychological Essence of Spirituality B.S. Slobodchikova, H.A. Koval, V.A. Ponomarenko, T.A. Florenskaya, V. Frankl, V.D. Studied by Shadrikova et al. Of them mostly spiritual values, meanings of the individual; spirituality as a principle of human self-development and self-awareness; spirituality as the quality of human participation. In addition, psychologists study spirituality as a specific state of mind in a person's creativity or in his or her difficult situations.

"Based on the criteria of a person's spiritual development, spirituality can be divided into a category of people who are creative, understanding, or indifferent to it, depending on how actively a person participates in the creation, dissemination, and affirmation of spiritual values." VD Shadrikov concludes on the diversity of spirituality depending on the ethnic characteristics of the individual and falls on the concepts of "intellectual abilities" and "spiritual abilities". In his view, "Intellect serves the function of general quality, it is the essence of any culture, manifests itself in creativity, science and technology.

The roots of spiritual abilities lie in the spiritual nature of people, in the meaningful, religious perception of the world. " This rule is in this case another confirmation of the conclusion about the diversity of spirituality, depending on ethnic characteristics. Psychological research confirms our view that it is not enough to consider spirituality as a process of human self-development, self-awareness, self-determination. The spirituality of such definitions does not indicate the development vector, its direction. Thus, summarizing the definitions given to the concept of spirituality in pedagogical research, we formulate it as follows: - Involvement in the spiritual culture and spiritual values of mankind as a guide to self-realization; - a

certain way of existence of the person; - focus on solving vital problems; - a way of self-awareness.

Our research has shown that among practical teachers there is no common ground in understanding the essence of spiritual-moral education. Based on a survey of teachers, we divided them into three groups to understand the essence of spiritual and moral education. Teachers in Group 1 described spiritual and moral education as a process that is part of universal, ethnic and religious values, controlled by people despite the changes in living conditions, and forms a system of values in students. Teacher's in-group 2 classified spiritual and moral education as a process related to self-education, self-development of the individual.

These include "nurturing the pursuit of spiritual perfection," "nurturing a self-developing active individual capable of making independent moral choices," "shaping a person's ability to find harmony with the world and with himself," and more. The teachers who belong to the third group are some human beings of spirituality manifestations of moral upbringing that reflect the characteristics of y: humanity, kindness, honesty, decency, discipline, respect for the older generation, patriotism, tolerance, empathy. In addition, some teachers linked spiritual and moral education with the knowledge of the younger generation about the cultural and historical heritage, folk traditions, and ethical norms adopted in society, and more. Prospective teachers based on literature review.

We have identified a number of indicators of readiness of schoolchildren for spiritual and moral education to achieve high results with active participation in the educational process; Active participation in educational activities, coaching hours, various areas of socially useful work, initiative, being an example to peers; zeal, activity in socio-political, cultural and similar public affairs and their organization in the university and abroad; Team work in one of the organizations and perform their assignments with a sense of responsibility. From the above analysis, the following conclusions drawn: Preparing future teachers for the spiritual and moral upbringing of schoolchildren is an important pedagogical problem as a recognized need of our society. There are two concepts in the system of preparing future teachers for the spiritual and moral education of schoolchildren: the educational task and ways to implement it. However, future teachers the system of preparing schoolchildren for spiritual and moral upbringing is a process, a system and a result.

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